

# Junior Secondary Assessment Policy

## Information for Students and Parents

Updated February, 2024

With the release of the new Australian Curriculum (Version 9) in 2024, along with the QLearn Learning Management System, it was timely that Trinity Bay State High School revise our Junior Secondary Assessment Policy. This process has now occurred, and the new policy will come into effect as of Monday 26<sup>th</sup> February for Years 7, 8 and 9. The new Junior Secondary Assessment Policy also brings many Junior Secondary assessment practices into line with practices already implemented in Senior Secondary, allowing for a smoother transition between the two secondary sectors.

### How Are Students Assessed at Trinity Bay State High School?

Every unit of work, in every subject, has at least one **major** Assessment Task (or Exam). These tasks are called **Summative Tasks** because they assess students on their ability to “know and do” the **key work standards** covered in the unit they have been studying that term. Some examples of Summative Tasks include:

- ENGLISH: Writing a gap or silence as a **Short Story** that demonstrates knowledge of the characters studied in a novel
- MATHS: Sitting an **Exam** at the end of the term that asks students to demonstrate their knowledge of geometry by solving geometric problems and equations under test conditions
- HUMANITIES: Creating a **Multimedia Presentation** that demonstrates knowledge of indigenous life in Australia between 1788 and the present day
- VISUAL ARTS: Creating a **Portfolio** of drawn faces – both self and others
- MANUAL ARTS: Creating a **Replica** of a wooden pencil case to specification

All summative tasks are compulsory, and must be completed by the due date (or on the date in the case of exams). Students will get *at least 2 weeks’* notice of a due date for a summative assessment task. The grade that a student receives on a summative task (or tasks) will – in the main – be reflected in the student’s report for that subject at the end of term (or semester).

In most units of work, in most subjects, students will also complete a series of **minor** tasks (or **Monitoring Tasks**) that demonstrate their progress in learning across the unit of work. Some examples of Monitoring Tasks include:

- ENGLISH: Answering some **Short Questions** based on each chapter of the novel being studied in class
- MATHS: Completing a sub-topic **Quiz** at different times during the unit to help prepare students for the summative exam at the end of the unit
- HUMANITIES: Answering some **Short Questions** based on a video viewed around indigenous life between 1788 and the present day
- VISUAL ARTS: The teacher may make some **Monitoring Notes** around student progress on their portfolios at different junctures of the unit
- MANUAL ARTS: The teacher may make some **Monitoring Notes** around student progress on their pencil case at different stages of the construction process.

Results from Monitoring Tasks (as well as collected notes) can be used by teachers to help supplement a student’s overall grade at reporting time – particularly when there may not be enough evidence from a summative task to determine a student’s level of ability in regards to the “knows and dos” of the unit.

### Course Planners

Trinity Bay State High School publishes course planners for each subject at the commencement of each term on the school website for students and their parents / carers. They can be found at:

<https://trinitybayshs.eq.edu.au/curriculum/subject-areas>

Course planners are helpful, because they show:

- What topic / theme the student is covering this term in each subject area
- What kinds of learning the student will experience
- What homework is required
- When assignments / set tasks are due
- When class tests and exams will take place

## Feedback to Students and Parents

There is an expectation that teachers give students consistent feedback about their progress across the length and breadth of a unit of work. Teachers are also expected to keep parents informed (via phone or email) about any concerns – particularly if the student is on a trajectory to fail an exam or assessment piece, or get a grade much lower than would normally be expected.

## Task and Criteria Sheets

For each Summative Task, students will be provided with a task and criteria sheet that is comprised of information and instructions for completing the set work, including:

- Specific task conditions and requirements e.g., time allowed, word length, text type (genre)
- Descriptors of the standards (A-E) against which their work will be judged
- Checkpoints and supports available
- Draft due dates and final due date.

## Assignment Drafts

A draft is usually part of the process involving a piece of Summative Assessment. It is a written response that is nearly good enough to submit for assessment. The submission of a draft (if identified in the task sheet) is mandatory, as it allows students to obtain feedback on the assessment item prior to submitting the final copy. Drafts are also used to provide evidence of authorship, as well as providing evidence of a student's developing understanding of the work.

## Assignment Submission Process

Final copies of assessment items must be submitted by the due date to the class teacher. The faculty sets the assignment due dates, and all staff and students adhere to this unless negotiated through the Faculty Head of Department. In the majority of cases, an assignment will be digitally submitted, or handed directly to the teacher during class time (depending on instructions on the task sheet). A student can always submit a finished assignment earlier than the due date as instructed on the task sheet. If a student submits early, they can resubmit an updated version prior to due date. The latest version will be accepted and marked as final.

## Late Submission of Assignments

An assignment will be considered late if the student does not upload an assignment, or personally hand the assignment to the teacher on the due date and time. In cases where students do not submit a response to an assessment instrument by the due date and time, judgments may be made by the teacher using evidence available on or before the due date. Students who submit an assessment item late without an approved Application for Extension may be graded on their draft and / or other evidence that has been collected prior to the due date.

## Inadequate Responses

Students must ensure that they make a reasonable attempt on all assessment items. A reasonable attempt means meeting (at least) the "E Standard" on a criteria sheet. Responses that do not meet the lowest standard may be considered inadequate, and not accepted. Students who provide an inadequate response to an assessment item will be graded on the work they submit on the due date / in the exam; however, further consequences may apply (see *Possible Consequences* later in this document). Students may also be graded based on monitoring work completed throughout the unit of work (i.e., quizzes, short answers). A student graded in such a manner can never receive more than an overall "C Grade" (and even then, such a grade would be a rare occurrence under these circumstances).

## Non-Submission of Assessment

A student who fails to submit an assignment (or sit for an exam) by or on the due date, may be graded using evidence gathered by the teacher using monitoring tasks (if available). If such evidence does not exist, and the student does not have an approved Application for Access Arrangements and/or Reasonable Adjustments (AARA), then the class teacher will contact home and the student will be required to attend at an arranged time to complete the assessment. The student work will then be marked and graded along with the other assignments submitted by the class. If a student fails to attend the agreed lunch time session or refuses to attempt the work, the matter will be referred to the Faculty Head of Department. Ongoing non-submission should be referred initially to the Faculty HOD, who may then refer on to the HOD Junior Secondary and the Year Level Deputy Principal.

## Verification of the Authenticity of Student Work

To verify authenticity, students may be required to do some or all of the following:

- Submit draft assignments (e.g., saved drafts as "Version 1", "Version 2" etc.)
- Reference sources used to gather information and provide a bibliography.
- Allow the teacher to conduct a viva-voce with the student (where the teacher verbally asks the student to explain the subject matter to them and checks for understanding).

It is common practice for teachers to randomly verify the authenticity of student work, particularly in the Age of Artificial Intelligence. A student who is asked to verify their work is not being “blamed”, “accused”, or “singled out”, and is required to comply with all directions by a teacher in such circumstances.

## Possible Consequences for Late Submissions, Inadequate Responses, Non-Submission, Plagiarism, or Cheating

- Late submissions will not be accepted (or graded) unless an **acceptable reason** (see below) is given and approved. If a late submission is approved, then it will be graded as if handed in on time.
- Students who do not hand in any work may be graded on any monitoring evidence (if available). Students who continually fail to hand in work are in breach of the Student Code of Conduct, and will be referred to the Faculty HOD (who may then refer on if necessary).
- Only original student work will be marked. In cases where there is evidence that work is partly plagiarised, then the original parts will be marked, and the plagiarised parts will not be marked.
- Students should be referred to the Faculty Head of Department and the Year Level Deputy Principal if cheating or plagiarism is suspected.
- Students may have their parents or carers contacted by the teacher or the Faculty HOD by phone, email or letter. This contact will be recorded on OneSchool.
- Incidences of repeated plagiarism (as well as repeated incidences of late or non-submission of assessment) may be referred to the Year Level Deputy Principal as a Behaviour Incident, and be recorded on OneSchool. This may result in an interview with the student and a parent / carer where a student’s assignment, test or report grade is altered.

## Extensions and Exemptions

A **short-term absence** (3 consecutive days or less) only requires notification of the absence by the student, parent or caregiver to the school. If a student misses sitting an exam due to a short term absence, they can sit the exam as soon as they return. If a student cannot hand in an assignment due to illness, they can either submit it digitally (preferred) on the due date, or as soon as they return. **For longer absences**, consideration for an extension or exemption must be detailed in an AARA (see below) and submitted through the Faculty Head of Department – preferably prior to the due date via email or in person. The Faculty HOD will liaise with the family and teachers, and convey their decision to the student, caregiver, and class teachers.

## Absence from Exams, Performances, Presentations or Assessments

**Students who are absent on the day of an exam, performance or presentation must ensure that their absence is acceptable and the required documentation is provided to the Faculty Head of Department overseeing the assignment or exam.**

### Acceptable Reasons for Absence: Evidence Required Before Filling Out An “Application for Access Arrangements and/or Reasonable Adjustment (AARA)”

**Absence / Illness:** In Junior Secondary, parents are required to contact the school to advise when their child is absent due to illness (or any other reason). Teachers are informed via ID Attend (Explained Absence). Where able, students should still submit their assessment digitally (as this does not require them coming into school). If this is not possible, the student hands in the work immediately upon return, or negotiates an alternative exam time with Faculty HOD or teacher. Students who are absent for 3 consecutive days or less do not need an AARA or med cert and can hand in work, or sit an exam, on an alternative date (but usually as soon as they return). Absence of four or more consecutive days requires an AARA submitted to the Faculty HOD by the student or their parents/caregivers.

**Undergoing Medical Treatment That Prevents Attendance:** Requires an AARA. Medical certificate provided with AARA to the Faculty HOD. Teachers are informed by the Faculty HOD. This allows the teacher to negotiate an alternative exam time or assessment due date with the student.

**Funeral or Bereavement (incl. Sorry Business):** In Junior Secondary, an absence for 3 or less consecutive days does not require an AARA. Absence of four or more consecutive days requires an AARA submitted through the Faculty HOD. Teachers are then

informed by the Faculty HOD. The teacher will negotiate alternative due date or exam time with the students and their parents/caregivers.

**Selection in regional, state, or national Sports Teams:** Requires an AARA. Written evidence of selection by sporting organisation provided by the student or their parents to the Faculty HOD (along with the AARA). The teacher will then negotiate an alternative due date or exam time with student.

**School Excursion or Other School-Related Training:** In Junior Secondary, an absence for 3 or less consecutive days does not require an AARA. Student informs teacher of their absence due to the upcoming excursion or training, and negotiates with their teacher well in advance around a new exam time or due date.

## Appeals

All appeals around awarded grades must be made within 72 hours of the student being notified – either verbally or in writing. Appeals are made directly to the Faculty Head of Department. The Faculty HOD will respond to the appeal request within 72 hours of the appeal being lodged.

## Access Arrangements and Reasonable Adjustments

Education Queensland recognises that some students may have a disability, impairment and/or medical condition, or experience other circumstances that may affect their ability to read, respond to and/or participate in assessment. Access arrangements and reasonable adjustments are designed to assist these students. **Access arrangements** are actions taken by the school so that a student with an imputed disability or condition can complete assessment.

**Reasonable adjustments** are actions taken by the school so that a student with an imputed disability as a result of a disability and/or medical condition, and experiencing other circumstances creating a barrier to the completion of assessment, can be assessed on the same basis as other students.

## Reporting in Junior Secondary (Years 7, 8 and 9)

At Trinity Bay SHS, teachers are required to report on students at the end of every term.

**Term 1 Report:** Based on student work completed in Term 1 only (Interim Report).

**Term 2 Report:** Based on student work completed in Terms 1 and 2 combined (Semester 1). However, subjects that are “Term Only” report only on Term 2 work (i.e., rotational Dance, Drama, etc.).

**Term 3 Report:** Based on student work completed in Term 3 only (Interim Report).

**Term 4 Report:** Based on student work completed in Terms 3 and 4 combined (Semester 2). However, subjects that are “Term Only” report only on Term 4 work (i.e., rotational Dance, Drama, etc.).

Teachers are required to report on the following domains:

**Academic Achievement:** In the main, an A to E grade that is an amalgamation of summative work completed during the reporting period. An “N” grade is only awarded if the student has been absent for most of the period and/or there is insufficient monitoring or summative evidence to award an A-E grade.

**Effort:** How effectively the student demonstrates commitment, persistence and adaptability in their learning. This includes their willingness to complete homework, study tasks, and drafts; and includes willingness to participate in class and accept feedback.

- A** The student is a model learner, demonstrating personal commitment, persistence and adaptability.
- B** The student consistently demonstrates personal commitment, persistence and adaptability in their learning.
- C** The student typically demonstrates commitment, persistence and adaptability in their learning.
- D** The student sometimes demonstrates commitment, persistence and/or adaptability in their learning.
- E** The student requires frequent encouragement to persist and persevere with learning.

**Behaviour:** How effectively the student demonstrates positive learning behaviours that meet the discipline expectations set out in the Student Code of Conduct.

- A** The student always demonstrates positive learning behaviours and models the discipline expectations set out in the Student Code of Conduct.
- B** The student consistently demonstrates positive learning behaviours and exceeds the discipline expectations set out in the Student Code of Conduct.
- C** The student demonstrates positive learning behaviours and usually meets the discipline expectations set out in the Student Code of Conduct.
- D** The student sometimes demonstrates positive learning behaviours and with guidance can achieve the discipline expectations set out in the Student Code of Conduct.
- E** The student requires constant guidance to achieve the discipline expectations set out in the Student Code of Conduct.

### **Any Queries or Questions?**

If you have any **general queries or enquiries** about the Junior Secondary Assessment Policy, please do not hesitate to contact Bruce Paris (DP-Junior Secondary), or David Otto (HOD-Junior Secondary) via email, or on 4037-5222.

If you have **subject or assessment specific questions**, then please contact Faculty Heads of Department directly via email, or on 4037-5222.

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# Application for Access Arrangements and/or Reasonable Adjustments (AARA)

*This includes applications for an extension or exemption*

## Privacy Notice

The Department of Education is collecting the information on this form to determine if a student is entitled to an extension or exemption from assessment. This collection is authorised by ss.186 and 245 of the *Education (General Provisions) Act 2006*. Information from this form may also be disclosed to third parties as required or authorised by law. If you have concerns about the handling of your personal information, please contact the school principal in the first instance.

*(Please type or print clearly and COMPLETE ALL SECTIONS)*

Part A - To be completed by the parent or carer of the young person			
Name of Student (Full Name)			
Date of Birth			
Year Level			
Name of Parent/Carer			
Home Phone		Mobile phone	
Email Address			
How many school days are you seeking an extension or exemption for?		Period for which the extension or exemption is sought (insert dates)	Start:
			End: (This should be the date immediately prior to you/your child's return to school or eligible option)
SUBJECT/FACULTY IN WHICH EXTENSION OR EXEMPTION IS BEING SOUGHT:			
FACULTY HOD NAME: (See School Website for List of Faculty HOD names/email addresses)			
Reason/s for seeking an extension, exemption, or modified access arrangements? (Please provide details or attach supporting documentation)			
Signature of Parent/Carer		Date	

Please forward the completed application form and any attachments to the Faculty Head of Department requiring the extension or exemption. Faculty HOD email addresses can be found on our school website. The Faculty HOD will then examine the application for consideration and approval. Written notification of the decision regarding this application will be sent to the parent/caregiver by the Faculty HOD as soon as possible.